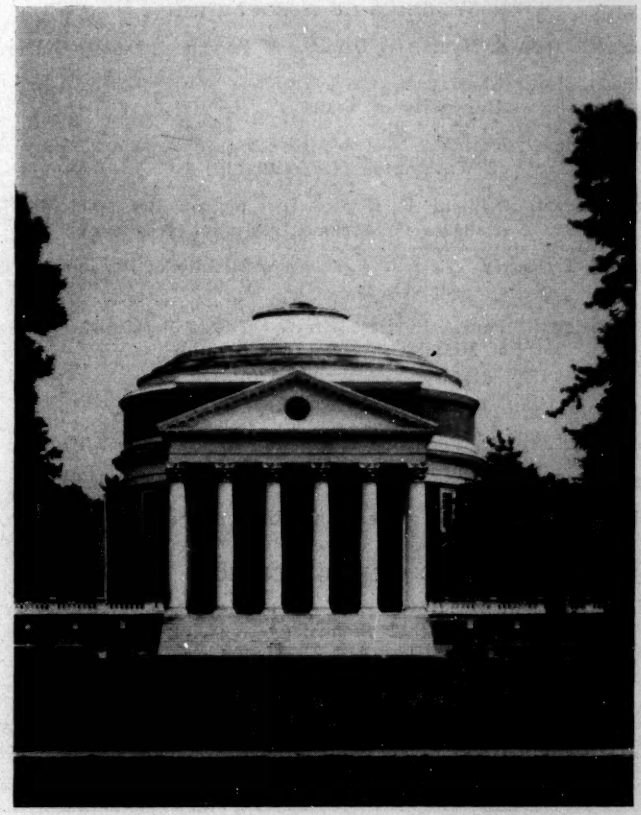
THE JOURNAL

OF THE
COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Volume 10 July, 1959 Number 4



On The Campus
University of Virginia

THE JOURNAL
of the
College and University Personnel Association

EDITOR

Kathryn G. Hansen, Executive Secretary
University Civil Service System of Illinois

OFFICERS OF ASSOCIATION

President. Orie E. Myers, Jr., Director of Personnel, Emory University

President-Elect. Charles T. Clark, System Personnel Advisor, The University of Texas

Vice President. Reginald D. Root, Director of Personnel, University of Washington (Membership)

Vice President. William D. Poore, Director of Personnel Services. Alabama Polytechnic Institute (Research)

Secretary-Treasurer. Edward A. Jackson, Director of Personnel, Miami University

Past President. Paul A Hartley, Director of Staff Personnel, University of Miami

DIRECTORS OF ASSOCIATION

Dorothy E. Everett, Personnel Analyst, University of California

George W. Fogg, Personnel Director, University of Maryland

Paul J. Jenkins, Director of Personnel, University of Virginia

1960 CONFERENCE HOST

Shelton F. King, Head, Office of Nonacademic Personnel, Carnegie Institute of Technology

EXECUTIVE SECRETARY

Donald E. Dickason, Director of Nonacademic Personnel, University of Illinois, and Director of University Civil Service System of Illinois

THE JOURNAL of the College and University Personnel Association is published four times each year. Editorial office: 1205 West California Street, Urbana, Illinois. Business office: 809 South Wright Street, Champaign, Illinois. Subscription rates: Free to members of the Association; $1.00 per year for libraries.

NOTES & QUOTES . . .

Letter To The Editor

Dear Miss Hansen:

Although I am not a member of CUPA (am not, in fact, in any way connected with personnel work), I will be on the program of your annual meeting this year, and, more importantly, I do read your *Journal* as one means of keeping abreast of developments in university personnel matters.

May I, in spite of, rather than because of the above, register a mild protest about an article that appeared in a recent issue of the *Journal* (Harry J. Parker, "Academic Respectability for Personnel Administration," *Journal*, Vol. 10, No. 2, p. 22). In this article, Mr. Harry Parker of Northwestern uses rather harsh language in criticising an earlier article by Mr. Paul J. Jenkins with respect to the development of criteria for university personnel directors. To refresh your memory, Mr. Jenkins called, in general, for an increase in professional standards for personnel directors but warned against falling into the usual trap of doing this by requiring specific academic degrees and set experience qualifications. It is, I believe, Jenkins' view that knowledge and training in the various fields of personnel work (such as testing, interviewing, evaluating, counseling, and the like) are more important than requirements calling for a Ph.D. and "x" years experience (or internship if you desire). I think most persons connected with a university are much aware that while the Ph.D. demonstrates something, it does not necessarily demonstrate competence.

Mr. Parker criticises the Jenkins' article as "a deleterious view." I must admit to some difficulty in defining this adjective "deleterious" as used here. I cannot see Jenkins' views as being noxious, harmful, bad, or pernicious. That those views differ from Parker's, in part, is true but this is seldom the standard used in evaluating and classifying a thesis. In point of fact, the only basic difference between Jenkins and Parker is that the latter appears to suggest that all university personnel officers should hold the Ph.D. while the former suggests that knowledge in certain areas is more important than the mere holding of a union card.

Parker, in referring to Jenkins' statement about areas of competence, makes the following biting comment: "What Jenkins defines as 'familiar' is anybody's guess." This appears to me to be a trifle unfair. The broad nature of Jenkins' article and the space limitations of your periodical

(Continued on Page iii)

THE JOURNAL

Vol. 10 July, 1959 No. 4

CONTENTS

Page

A Primer On Position Classification And Pay Administration
Donald E. Dickason 1

Do Colleges Need More Pre-Retirement Planning?
Robert Mears 17

How To Get The Values Of University Accident Prevention
Lincoln H. Lippincott 27

Notes & Quotes..... ii

obviated any extensive elaboration on this point. I would submit that the "areas" that Jenkins spoke of might well include the same areas that Parker himself lists on page 23 (surely Mr. Parker would not hold that "personnel administration" excludes such subjects as personality theory, psychological testing, interviewing, and the like).

As to Parker's principal suggestion, e. g., that all university personnel directors possess the Ph.D. in order to get that prestige that would permit rapport with the rest of the university community, I find this most annoying. The development of such hard fast requirements as these is the very reason that personnel people are frequently attacked as getting so involved with their blanks, forms, and specifications, that they lose sight of their real job which is to get the best man for the job. To forestall any flanking attack I should say that I hold this same view with respect to the requirement that all university teachers hold the Ph.D. We lose some awfully good men this way.

On a very personal note, I think I can speak for our faculty when I say that Mr. Jenkins' "rapprochment" with our staff could not be any better if he were to be addressed as "Dr." instead of "Mr."

Frank K. Gibson, Ph.D.
Assistant Professor
Department of Political Science
University of Virginia

Can You Sleep On
A Windy Night?

Farmer White (the story goes) set out to a country "hiring fair," to hire a new man. As he walked about, he saw an awkward, gawky young man and stopped.

"Young fellow," said Farmer White, "what is your name?"

"John, sir."

"Are you looking for a farm job?"

"I am, sir."

"Do you know anything about farming?"

"Yes, sir."

"What do you know?"

"If you please, sir, I know how to sleep on a windy night."

"You what?"

"I know how to sleep on a windy night, sir."

"Well, that's no great recommendation," snorted Farmer White. "Most of my men can do that only too well now!"

Farmer White walked away and looked further; but he was not able to find anyone else. Then he met John again. He asked John the same questions, received the same answers. There was something in the boy's eyes that Farmer White liked, and after a while he said, "Well, John, you are certainly a curious type of fellow; but come along to my farm and we'll see what you can do."

John worked for several weeks, not much noticed — and that isn't a bad sign, either. When anything is working well, it isn't much noticed.

And then one night the wind woke up. It gathered itself in great gusts on the hills, and sent the clouds scurrying across the sky,and roared through the forest, and hammered against buildings, and tore at haystacks, and howled down chimneys. When Farmer White heard it, he sat straight up in bed. He knew *that* wind.

(Continued on Page 26)

A Primer On Position Classification And Pay Administration

DONALD E. DICKASON

What is proposed here is a primer on position classification and evaluation. It is not written for the skilled technician. Rather, it is prepared for the smaller college, which has a need for improvement in relating its pay administration program to a sound position classification plan.

There is nothing particularly mysterious about the steps to be taken in establishing classification and pay programs, but, particularly, for the smaller educational institutions, they may seem a bit baffling.

First of all, there is need for a consistent position classification plan. This is the fundamental element of any satisfactory pay program. Without it, there will be inevitable grievances, whether expressed or unexpressed, as to the internal fairness of the institution in this matter. There is, further, a strong possibility that funds used for personal services are, if not actually wasted, certainly used inefficiently.

A second step, after the classification plan is developed, is to evaluate this plan in terms of several elements involved, and to set a pay schedule thereafter which is consistent with these elements.

Before such an evaluation is useful, however, it is necessary to provide a series of statements which define the *typical* requirements of a position or group of positions having common factors of job content, training, experience, and personal attributes required to perform the duties of the position. Such a definition, called a *class specification*, usually includes a series of statements made under several more or less standard headings: "Function of Job," "Characteristic Duties and Responsibilities," "Supervision Received and Given," "Minimum Acceptable Qualifications," "Additional Desirable Qualifications". For example, let us look at a class specification for a low-level clerical position. (See page 2.)

The "Function of Job" defines the area of work involved in the class, as well as the level at which it is performed. In the example, the class described is in the *clerical* area, and the duties are performed under *direct* supervision. (In the University Civil Service System of Illinois, class specifications provide for three levels of work performance by defining freedom of action through

Mr. Dickason is Director of Nonacademic Personnel at the University of Illinois and Director of the University Civil Service System of Illinois. The number of questions and discussions at CUPA Conferences, and of inquiries received on the subject of classification, particularly as it relates to pay administration, indicate a need for better understanding of this phase of personnel administration.

CLERK I

Function of Job

Under direct supervision, to perform routine tasks requiring a knowledge of clerical work.

Characteristic Duties and Responsibilities

1. Open, seal, and mail correspondence
2. File materials as directed
3. Paste labels
4. Wrap packages
5. Answer telephones
6. Perform messenger service
7. Do sorting, checking, calculations, and posting
8. Answer routine inquiries
9. Record grades and other data
10. Operate duplicating machines and office machines as required
11. Assemble duplicated materials
12. Perform related duties as required

Supervision Received and Given

Oral and written instructions received from designated supervisor. Employees in this class have no supervisory duties.

Minimum Acceptable Qualifications

1. Clerical ability
2. High school graduation

Additional Desirable Qualifications

1. Business training
2. Clerical experience

the words, "*direct* supervision," "*general* supervision," and "*administrative* supervision".

The list of characteristic duties and responsibilities is not intended to include all the duties of any single position; likewise, all of the duties and responsibilities listed will probably not be found in any single job assigned to this class. They are just as stated — *characteristic*. In order to provide for such variance, note that item 12 in the listing in the example states, "Perform related duties as required".

Since the amount of supervision received, as well as the supervisory responsibilities required, are of great importance to proper classification and corresponding pay, you will note separate provision for these factors in the class specification. The Clerk I works under close supervision and supervises no other employees.

Qualifications are generally divided into two groupings — those which are considered to be the absolute minimum required for the job to be performed, and those which would be desirable if applicants possessed them. Qualifications may well include knowledges, abilities and/or skills, physical characteristics, personal attributes (beware of this one, though), education, and experience required. A good "rule of thumb" here is to review objectively the qualifications listed from the viewpoint of being identifiable in the work performance of an employee during at least his first year of service.

The qualifications indicated for the Clerk I are obviously at a minimum level of responsibility, and therefore positions so-classified should be paid at a rate which is in the lower level of any clerical salary scale.

Such class specifications as the example for Clerk I are normally intended to include a number of separate positions, all of which have sufficient common factors to call for essentially the same minimum qualifications, the same level of performance, and hence the same salary range.[1]

Then let us look at the class specifications for Clerk-Stenographer II and for a stenographic Secretary. (See pages 4 and 6.) A comparison of these specifications with each other, and of both of them with the Clerk I, will indicate rather quickly a difference in abilities, skills, and supervisory "know-how" required. Such a series of class specifications, whether clerical or in any other work area, when compiled and adhered to in the classification of new positions, or in the reclassification of existing positions, are the end product of a program of position analysis and are the basis for continuing classification and pay actions.

Suggested Steps

For a typical small- or medium-sized institution, the following steps are suggested for beginning such programs:

1. Each person, currently employed, should be asked to complete a questionnaire, which would adequately describe the duties performed on his job. The questionnaire should be constructed in such a manner as to provide concrete information regarding the level of responsibility the employee may have for the work to be per-

1. It is sometimes, of course, necessary to develop a class specification which describes a single position, if it is the only one of its type in the institution; for example, a title such as Auditor.

CLERK-STENOGRAPHER II

Function of Job

Under direct supervision, but with some independence, to perform clerical, typing, and stenographic duties.

Characteristic Duties and Responsibilities

1. Take and transribe dictation
2. Do typing of notes, manuscripts, records, requisitions, vouchers, reports and letters
3. Transcribe from dictating machines
4. Do typing of materials and do cutting of stencils which sometimes involve technical text, tabulations, or foreign languages
5. Compile data and minor statistics
6. Sort, classify, index, insert, and withdraw file letters, records, requisitions, invoices, and subject-matter materials
7. Operate office and/or duplicating machines as required
8. Arrange appointments
9. Receive callers
10. Give out information as directed
11. Perform related duties as assigned

Supervision Received and Given

Oral and written instructions received from designated supervisor. Employees in this class have no supervisory duties.

Minimum Acceptable Qualifications

1. Clerical ability
2. Ability to type at the rate of 45 net words per minute
3. Ability to take dictation at a speed of 80 net words per minute
4. High school graduation

Additional Desirable Qualifications

1. Business training
2. One year of clerical experience

formed. For example, one of the clichés found on statements of duties for clerical positions is often, "I prepare reports." This could mean many things to many people; that is, does the employee actually compile data and prepare the final draft of the report, or does she type the report, or does she perform activities including both of these functions with varying levels of responsibility for either or both of them?

This statement of duties may be called a *job description.* Typical questions included in such a job-analysis questionnaire might relate to:

Location of position
Duties, listed in order of importance, with approximate percentage of time devoted to each
Skills required
Which duties are performed under close supervision, and which are performed with considerable freedom
Receptionist duties
Types of information given out, and to whom
Number of employees supervised, and degree of supervision given
Kinds of decisions made without reference to higher authority; kinds of decisions reviewed by others
Responsibility for flow of work, selection of employees for particular assignments, determination of the priority of duties to be performed, techniques of doing work, coordination of work program, quantity of work completed, promptness with which work is completed, quality of work completed, hiring of subordinate employees, training of subordinates, discipline of subordinates, control over expenditures, processing of departmental payrolls, approval of payrolls

Members of the academic and/or nonacademic staffs who are in administrative supervisory positions are generally asked to indicate the knowledges, abilities and skills, and education and experience qualifications which are necessary for the positions under their supervision, as they see them. It is also a good idea to ask this supervisor to comment on the employee's statement in order to guard against job descriptions which reflect either too much or too little ego about the employee's job.

2. Let us assume now that you have received from all employees the requested information and are preparing to establish position classes. You are looking, at this point, for jobs with sufficient similarity to justify their inclusion in a single class. It is best to first sort the job description statements by job families, such as clerical, custodial, food service, building and grounds operations, accounting, technical, and the like.

3. Next, sort each family grouping into sub-divisions (levels of work performance) which seem to you, from the standpoint of common sense and judgment, to have common factors. Obviously, you would not place in the same group the beginning level clerk, the stenographer, and secretary (as described above), since there is a clearly defined difference in skill requirements and responsibilities involved. You would, however, sort into one sub-grouping, for example, all those stenographic positions in the various parts of the institution which indicate

SECRETARY

Function of Job

Under general supervision, to be responsible for secretarial functions, in connection with the operation of an administrative or academic unit, exercising original judgment, discrimination, and independent thought.

Characteristic Duties and Responsibilities

1. Be responsible for the operation of an office and supervision of office staff
2. Develop and initiate office forms and procedures
3. Assist superior in making decisions on personnel problems
4. Perform minor research or statistical work as assigned
5. Collect data and prepare rough drafts of reports
6. Take and transcribe difficult and complex dictation
7. Prepare correspondence, and sign superior's name to same, as well as on forms, requisitions, vouchers and similar papers
8. Assist in budget preparation
9. Keep departmental budget accounts
10. Give out authoritative information
11. Relieve immediate superior in handling many personal contacts
12. Schedule and arrange appointments and conferences for superior
13. Be responsible for the safety, repair, maintenance, and inventory of departmental equipment, and for the safety and security of departmental records, cash, and valuable documents
14. Perform related duties as assigned

Supervision Received and Given

Oral and written instructions received from designated administrator or administrators or academic staff member or members. Employees in this class may supervise a clerical staff of lower rank.

Minimum Acceptable Qualifications

1. Clerical ability
2. Supervisory and administrative ability
3. Ability to type at the rate of 50 net words per minute
4. Ability to take dictation at the rate of 80 net words per minute
5. High school graduation
6. Three years of office and secretarial experience

Additional Desirable Qualifications

1. University or college graduation
2. Required office and secretarial experience gained in a university or college

essentially a reasonable number of the same duties, and which would require a common pattern of qualifications for employment. You would also separate positions which are simply clerical in nature from those which require skill in typewriting, both of these from positions which require both typewriting and shorthand skill, and from all of these positions which, in addition to clerical knowledges and stenographic skills, call for a level of responsibility and professional development and maturity usually associated with the Secretary.

You would follow the same procedure in handling all other job families, and would have a number of separate piles of job specifications, each one of which appears to have common elements with the others in the same pile.

4. You then take each pile and review it on a more detailed basis. What are the present salaries being paid to the employees included in the grouping? Do they represent a reasonably fair and consistent pattern, or are some paid far above others? If so, why? Sometimes you will find that you have missed a point on the first round, and that you need to do a little reshuffling of the piles. Eventually, however, you should wind up with groups of positions, each of which would lend themselves to the establishment of one class.

5. Your next step is to prepare a draft of the proposed class specification — the document shown in the earlier examples for Clerk I, Clerk-Stenographer II, and Secretary. Here, again, the use of a simple form may help you in establishing the specification. (Please see pages 8 and 9.)

Check For Pay Consistency

At this point, then, you should have, at least on a tentative basis, a classification plan, although you have not yet made a thorough study of its relation to pay scales. Go over all of the individual job descriptions by groupings once again, checking for internal consistency as to pay. There may be reasons for inconsistencies found, which are based on individual conditions which cannot be controlled immediately, but by and large, if the positions are classified correctly, they should be paid for within an appropriate single range.

Salary ranges, of course, are normally built to include at the lower level the minimum hiring rate which you consider appropriate for a person who brings to his job the minimum qualifications of experience, skill, and training. The maximum should be set at the point which will provide a suitable top for a person who provides the maximum performance on the job, and who has had a total length of service sufficient to provide for consideration of that factor, as well as job performance, in establishing the going current salary.

Normally, the mid-point of the range should be considered as a fair going rate, payable to a person providing average satisfactory service, with at least several years of experience on the job, or in similar work elsewhere.

It is, by no means, suggested that all employment should be at the entry level, or at the minimum of the range. To the contrary, pay for a new employee should be based on the total experience and qualifications of the individual, although, again, it normally would be someplace between the minimum and the midpoint. *The*

UNIVERSITY CIVIL SERVICE SYSTEM OF ILLINOIS

OUTLINE GUIDE

For Preparing Proposed New or Revised Class Specification

I. Class Title. *A definite title or name is assigned to each class, and, as a result, to all positions of the class, which shall be as descriptive as possible of the duties and responsibilities involved. The suggested class title is:*

II. Nature of Work

A. Function of Job. *A brief and concise description of the work to be performed.*

B. Characteristic Duties and Responsibilities. *A list of the principal duties performed and responsibilities assumed in typical individual positions in the class.*

C. Supervision

1. Received. *(from whom, degree of)*

2. Given. *(to whom, degree of)*

D. Promotional Line. *(If this class should be in a promotional line, please indicate classes to be included from lowest class to highest class, including this proposed class. The Statute provides that promotional lines shall be made up of classes whose duties directly tend to fit the incumbents for superior classes.)*

(over)

OUTLINE GUIDE

For Preparing Proposed New or Revised Class Specification

(Over)

III. Qualifications

	Minimum Acceptable	Additional Desirable
A. Knowledge		
B. Abilities and/or Skills		
C. Physical Characteristics		
D. Personal Attributes		
IV. Preparation A. Education		
B. Experience		

Suggested Wage Rate (Hourly) or Salary Range (Monthly):

Vacation Schedule: One month_____ (No overtime pay) Two weeks_____ (Overtime pay for time beyond regular work schedule) Other_____

Effective Date Requested:

SUBMITTED BY:_____
Name

_____
Position

_____
Location

_____
Date

APPROVED BY:_____
Assistant Resident

_____
Date

1M—1-57—61911

portion of the range from midpoint to maximum should be reserved for those who have shown outstanding abilities and for those who have had sufficiently long periods of employment to justify consideration of longevity as one of the factors in the pay scale.

At this point, however, you will need to ask yourself whether the ranges which are presently effective, either formally or informally, or those which you will now try to establish, bear any reasonable relationship to the total requirements which you have established in your class specifications.

Techniques

We now will discuss the techniques for checking on this point. The problem here, of course, is to consistently relate pay to the level of work being performed. This can be done in several ways, two of which offer practical advantages to the typical smaller university employer for whom this primer is prepared.

One is to develop an order of rank based on subjective evaluation. This can work satisfactorily where there are a comparatively small number of classes involved. In such a case, you first rank those which are obviously related at differing levels (such as Clerk, Clerk-Stenographer, and Secretary), and then try to fit into the schematic listing all other classes which do not belong to a related family grouping. This process is not particularly scientific, but it offers at least the opportunity for a first review of the problem. As this procedure is under way, it should be done entirely on the basis of the specifications for the class of work being performed; the mind should be entirely closed to present salary scales. We are now speaking in terms of *classes* and *not* in terms of *qualifications of particular individuals.* These qualifications may be recognized through payment at an appropriate point within the range. First of all, we must establish what a proper range might be.

Generally speaking, this type of subjective evaluation by rank order has its weaknesses. Most evaluation plans follow a more detailed statement of qualifications and conditions of work, with criteria being assigned point evaluations for comparative purposes. The evaluation listing shown on pages 11-14 is presented as one which has worked with reasonable success in a number of situations. There is no claim made that it is the only satisfactory one. It is offered simply as an example of a point-value approach to an evaluation program.

It will be noted that four major criteria, on which payment is based for most classes of work, are preparation required before one can be considered for first employment, qualifications applied on the job, working conditions, and responsibilities required on the job.

The process of breaking down the requirements of a class provides objective evidence regarding the validity of the pay scale attached to the class. An example of a work sheet, on which values have been assigned, is shown on page 15. It should be noted that the values are those of the evaluator assigning them, based on his knowledge of the positions in his institution. They may not be the same as you would assign to classes as used in your institution, since the use of title, alone, is not suf-

(Continued on Page 14)

DESCRIPTION AND VALUE OF FACTORS USED IN JOB EVALUATION

I. PREPARATION REQUIRED FOR THE JOB 30
- A. EDUCATIONAL REQUIREMENTS 20
  - 1. Formal Education 15
    - a. Less than 8 grades 0
    - b. Grammar School graduation 2
    - c. High School graduation 7
    - d. High School graduation with requirement for inclusion of special course of study (as typing) .. 9
    - e. College or University degree (where degree is not required, allow 1 point above c or d for each college year required) 12
    - f. College or University degree with requirement for special course of study (as accounting) 15

    Where more than the minimum required is indicated as "desirable" split the difference between the two levels.

    Equivalent training in night school or other special courses to be counted as above.
  - 2. Post-Graduate or Specialized Training requiring beyond or in addition to general work listed in A above 5
    - a. Less than 3 months 1
    - b. More than 3 months, less than 12 2
    - c. 1-2 years 4
    - d. More than 2 years 5
- B. RELATED EXPERIENCE REQUIRED 10
  - 1. Two points per year up to maximum of 10 points for 5 or more years.

II. PERSONAL QUALIFICATIONS REQUIRED FOR THE JOB 30
- A. SKILL OR DEXTERITY 10
  - 1. Normal coordination 1
  - 2. Some manual ability required 2-3
  - 3. Considerable use of hand skills 4-6
  - 4. High degree of ability to make or do by use of the hands 7-8
  - 5. Requirement for extremely fine and precise work 10
- B. STRENGTH 5
  - 1. Normal physical fitness 1
  - 2. Some physical strength as a requirement of the job 2-4
  - 3. Use of considerable physical strength a primary job requirement 5
- C. ACCURACY 5
  - 1. Requirement for accuracy, precision or attention to detail not a factor in the job 0
  - 2. Some requirements for accuracy, precision or attention to detail to a minor degree 1-2

3. Need for considerable accuracy, precision or attention to detail 3-4
4. Need for strict accuracy, extreme precision or marked attention to detail 5

D. INTELLIGENCE LEVEL 10
1. Minimum to almost average 1-4
2. Average 5
3. Requirement for more than average intelligence, up to requirement for a very high IQ 6-10

III. WORKING CONDITIONS SURROUNDING THE JOB 10

A. UNPLEASANT FEATURES 5
1. Points to be allowed ONLY if conditions of work are abnormally and unusually unpleasant because of material handled, physical surroundings or the like, with top score given only to outstanding example 1-5

B. SAFETY HAZARDS 5
1. Points to be allowed ONLY if working conditions provide some definite degree of physical danger or hazard 1-5

IV. RESPONSIBILITIES REQUIRED ON THE JOB 60

A. RESPONSIBILITY FOR SELF-DIRECTION 5
1. Work carried on under a maximum of supervision or review 0
2. Some requirements for dependability without close supervision or review 1-3
3. High degree of dependability, for work with little or no supervisory check or review 4-5

B. RESPONSIBILITY FOR USE OF INITIATIVE AND INDEPENDENT JUDGMENT 15
1. Work follows regular and clear pattern laid out by supervisor with little or no need for use of own initiative or independent judgment 1-2
2. Under direct supervision, but with some responsibility for use of own initiative and judgment in carrying out certain details of work 3-5
3. Under immediate direction as to general plans and policies, but with considerable independent freedom of action in developing working procedures 6-10
4. Within the general framework of departmental or university policy, major responsibility for planning and carrying out work program of the position 11-15

C. RESPONSIBILITY FOR WORKING WITH OTHERS 5
1. Normal work relationships within usual lines of authority with only ordinary contacts with persons outside own work area 1

2. Some contacts with persons outside normal working relationships requiring cooperation, tact, and appreciation of other points of view and involving the representation of one's own department in these outside contacts.....2-3
3. A large degree of outside contacts involving use of tact, diplomacy, appreciation of point of view of others or an outstanding degree of teamwork.....4-5

D. RESPONSIBILITY FOR MATERIALS, EQUIPMENT, FUNDS OR PERSONAL SAFETY.....10
(To be used to indicate the cost of physical damage or the degree of personal harm which would result from neglect or improper use of equipment or materials normally required for the job; or the degree of trust for funds handled or controlled in this position or the danger to personal safety which would result from carelessness in performance of duty)
1. No material or equipment subject to damage if neglected or improperly handled; no responsibility for handling money; no reasonable possibility of endangering personal safety of others..... 0
2. Material or equipment subject to damage of very little measurable value; or responsibility for handling small sums of money under close check; or a slight possibility of danger to personal safety if work is carelessly done.....1-2
3. Material or equipment subject to damage of some measurable value; or responsibility for handling considerable money under close check; or safety or welfare of others depends to a measurable degree on this employee.....3-5
4. Material and equipment subject to damage of considerable value; or responsibility for regularly handling considerable sums of money without close and frequent check; or a considerable degree of responsibility for safety and welfare of others.....6-8
5. Material and equipment subject to damage of great value; or regular and direct responsibility for handling large sums of money under conditions such that errors would not readily or immediately be caught by supervisory check; or direct responsibility for the physical welfare of others to the point where any neglect or carelessness would cause harm to others at least potentially serious in nature.....9-10

E. RESPONSIBILITY FOR SUPERVISION.....25
1. None..... 0
2. Helper or 1 Junior..... 3
3. Routine task direction, Small group (5 —)..... 5

4. Routine task direction, Large group (5 +) 7
5. Direction varied and discretionary work of small group (5 —) 8
   Assistant to above 6
6. Direction varied and discretionary work of large group (5 +) 10
   Assistant to above 8
7. Full responsibility, small department (10 —) 15
   Assistant to above 10
8. Full responsibility, large department or division (10 +) 25
   Assistant to above 18

(Continued from Page 10)

ficient to provide bases for comparison. However, the point values assigned to Clerk I and to Secretary may be checked back specifically against the requirements of both classifications as noted in the class specifications shown on pages 2 and 6, respectively.

You have now separated your individual jobs into classes. You have written, at least tentatively, specifications for these classes. You now take the specifications for the classes and relate them, as directly as possible, to the evaluation tables as shown. You should eventually, then, find yourself with an ascending list of values which, in theory, at least, should be related with an ascending list of salary ranges.

Before going further, these evaluations should be checked by others. It has been found helpful to have this done by the supervisor, with reference to the positions which he supervises, and by the worker, himself, with reference to his own job. It should not be expected that a group of people, having different approaches to the job or class, itself, will come up with the same point values. However, it would be hoped that the relationship between the point values would be essentially the same. It is immaterial, for example, whether everyone assigns 17 points to the beginning Clerk and 61 points to the Secretary. It is significant, however, if there is essentially the same relationship between the assignments.

Often a committee, using its joint judgment, can be helpful in arriving at the final evaluation. At least, there should be some cross check of the opinions of any one individual in this matter.

Eventually, you will arrive at a related structure. You then draw a simple graph showing on a curve the point values in an ascending order. You then relate to this graph the salaries or salary ranges being paid currently. If you find harmony and consistency, you are better off than most educational institutions. Assuming that you do not find that everything is in order, however, you must then seek out the cause of the discrepancies. There may be reasons, such as a halo effect around positions under the supervision of a powerful administrator, or an actual shortage of certain skills in your local employment market, causing higher rates than theoretical evaluations will support. In addition, the influence of unions

UNIVERSITY OF ILLINOIS

JOB EVALUATION WORK SHEET

OFFICE OF NONACADEMIC PERSONNEL

CLASSIFICATION TITLE	FACTORS	ASSIGNED NUMERICAL VALUES OF EVALUATION FACTORS (Please Refer to 'Description and value of Factors Used in Job Evaluation' for Detailed Descriptions and Values)														TOTAL POINTS ASSIGNED TO THE CLASSIFICATION TITLE
		I. Preparation for the Job			II. Personal Qualifications				III. Working Conditions		IV. Responsibilities Required on the Job					
		A. Education		B.	A.	B.	C.	D.	A.	B.	A.	B.	C.	D.	E.	
		1. Formal Education	2. Special Training	Experience	Skill or Dexterity	Strength	Accuracy	Intelligence	Unpleasant Features	Safety Hazards	Self-Direction	Initiative Judgment	Working With Others	Materials Equipment Etc.	Supervision	
EXAMPLE: Assistant Clerk		*Points assigned for demonstration purposes only* 1	0	0	1	1	1	4	0	0	0	1	1	1	0	17
Clerk I		7	0	0	1	1	1	4	0	0	0	1	1	1	0	17
Janitor		0	0	0	3	3	0	4	2	1	3	3	2	3	0	24
Accounting Clerk		9		2	3	1	4	5	0	0	0	1	1	1	0	27
Typist		9			5	1	3	5	0	0	2	3	2	1	0	31
Jr. Accountant		15			3	1	5	6	0	0	2	4	1	3	5	45
Secretary		9		6	8	2	4	7	0	0	4	8	3	2	8	61
Sr. Accountant		15		6	3	1	5	7	0	0	4	7	3	5	8	64

sometimes results in rates which evaluations cannot justify. On the other hand, you may find rates paid well below the curve. These might be due to an oversupply of certain types of qualifications, or to a supervisor who has been unwilling to increase salaries, but who, instead, uses available funds to buy equipment, and the like.

Implementation

If you find that there are reasons which are supportable, accept the facts. If you find, however, that the reasons do not justify the present salary scale, whether high or low, then you should take steps as promptly as possible to adjust the situation. In case of a salary range which is currently too low, steps should be taken to bring it up to par as soon as possible. In the case of a range which is presently too high, it would be in order to hold the present incumbents where they are without attempting to reduce their salaries and to make corrections as new employments take place. Of course, too, it is likely that the over-all upward adjustment in salaries and wages, which has been going on for some years, will provide an automatic catching-up in a measurable period.

At worst, you now have a basis of measuring actual situations against those which are theoretically correct, and at best you have a tool for establishing an internally consistent and valid pay structure. No pay plan can be frozen for all time. Conditions have changed and will continue to change, and the whole matter should be reviewed not less than every two years, both as to internal relationships and as to current ranges.

With this type of reasonably scientific information as supporting evidence, it is normally easier to get acceptance of a related pay program, both from the employees concerned and from top administration and board.

Summary

The essentials of a good salary and wage policy are: (1) the determination of the actual content of all present jobs; (2) the development of classes which takes into consideration common factors related to individual jobs; (3) the activation of machinery for relating the requirements of each class to an appropriate salary level; and (4) placing into effect a pay structure which is consistent internally and which is as competitive as possible with outside employment.

It may be necessary for an institution to accept the fact that its over-all pay scales have to be below those in outside competition. It should not, however, accept in any way a pay structure based on internal inconsistencies, except as these may be absolutely necessary in order to maintain the ability to hire and retain staff because of inconsistencies in the economy at large.

It is much harder for an employee to accept an inconsistency between his job and that of someone with whom he compares himself directly within his own institution, than it is to accept the fact that over-all financial restriction may make it necessary for his institution to pay scales generally below those being paid outside, undesirable as that also may be from many points of view.

Do Colleges Need More Pre-Retirement Planning?

ROBERT MEARS

This article reports the results of the questionnaire distributed with the February, 1959 issue of THE JOURNAL on pre-retirement counseling, and presents additional information on pre-retirement counseling programs in industrial organizations.

Are most colleges and universities doing enough to assist their staff and faculty members to prepare for eventual retirement? This basic question was suggested by a questionnaire inserted in the February, 1959 issue of *The Journal.*

Response to the questionnaire is gratifying, and the CUPA Research Committee thanks *Journal* readers for the time and interest devoted to this project. A total of 82 replies had been received when this issue of *The Journal* went to press. The questionnaire, it is believed, has directed attention to a subject which will become of increasing concern to personnel officers of many colleges and universities.

Only Fifteen Counseling Programs

An analysis of replies to the questionnaire should be of interest to college and university personnel administrators. It may suggest problems and trends related to the general area of pre-retirement planning and counseling.

In reply to a question concerning the existence of formal pre-retirement counseling programs, only 8 of 82 reporting institutions indicate that they have such a program for both staff and faculty members; 4 have a program for the faculty only; and 3 have a program exclusively for the non-academic staff.

A "formal" pre-retirement counseling program, as the term is used in the questionnaire, means any planned or organized program of activities to assist staff or faculty members to prepare for their eventual retirement.

Pre-retirement "counseling," for purposes of the questionnaire, includes not only interviewing, but any device or procedure used to acquaint staff or faculty members with problems involved in making adjustments to facilitate the transition from work to retirement.

Fifty of the 82 institutions returning the questionnaire, or 61 per cent, provide some pre-retirement counseling services for non-academic staff members. In 30 of these 50 schools, the personnel officer assumes full responsibility for such services; in one he shares this responsibility with the controller. Five institutions assign this function to a financial officer, such as the treasurer, controller,

Mr. Mears, an associate member of CUPA from Gainesville, Florida, was formerly with the Division of Employee Personnel Services at the University of Florida.

or bursar; in five it is assigned to the business office; and in five others it is assumed by an administrative officer, such as the president, a vice president, or a dean. Two institutions employ a Director of Insurance and Retirement whose duties include pre-retirement planning; one has a Retirement Committee; and another an "Office of Workmen's Compensation and Other Staff Benefits".

Forty-two of the 82 colleges and universities reporting, or 51 per cent, offer some pre-retirement counseling facilities for faculty members. In 13 of these institutions, the personnel officer assumes full responsibility for such counseling. In four additional schools, he shares this responsibility with others, such as the vice president for academic affairs, controller, or dean.

Pre-Retirement Services Now Provided

In answer to a question relating to present activities intended to help staff members prepare for retirement, 27 of the 82 personnel officers returning the questionnaire state that there are "practically none" in operation for the nonacademic staff, and 26 indicate that "practically none" are available for the faculty. Activities listed for nonacademic employees include the following: individual counseling (50 institutions); distribution of literature (20); reduction in working hours or workload (19); letters or bulletins (18); meetings or courses (10); physical examinations (8); publication of articles (7). For faculty members, the corresponding activities reported and the number of institutions reporting them are as follows: individual counseling (41); letters or bulletins (17); distribution of literature (16); reduction in working hours or workload (13); meetings or courses (8); publication of articles (4); physical examinations (3).

Forty-Nine Per Cent For Counseling

With respect to the desirability of a formal pre-retirement counseling program for nonacademic staff members, 40 personnel officers, or 49 per cent of those responding, indicate that they think it would be advantageous; 14 expressed the opinion that such a program would not be beneficial; 16 indicate various degrees of doubt concerning its advantages; and 12 did not answer this question.

Many personnel administrators consider a pre-retirement counseling program less beneficial for faculty members than for the nonacademic staff. Among the 82 *Journal* readers who returned the questionnaire, 31 expressed the opinion that a faculty program would be desirable, or 38 per cent; 17 believed it is not needed; 17 others expressed doubt; and 17 failed to answer this question.

A trend in thinking on the subject of pre-retirement counseling is suggested by the fact that, although only 11 out of 82 personnel officers report a formal program in effect for their nonacademic staff, 40 believe that such a program would benefit their institution. With respect to a formal faculty program, 12 institutions report such a project in operation, while 31 consider it desirable. One personnel officer indicates that a formal pre-retirement counseling program has recently been formulated and is awaiting approval by the president of the university.

Although most formal pre-

retirement counseling programs are found in relatively large organizations, 53 per cent of the personnel officers reporting for institutions with less than 100 nonacademic staff members express the opinion that such a program would be beneficial. All personnel officers of schools having 5000 nonacademic staff members or more favor a formal pre-retirement counseling program.

Specific Comments On Formal Programs

In general, those who oppose a formal program of pre-retirement counseling are more specific in their comments than those who favor such a program. There appears to be some disagreement concerning the definition of a "formal" program. Economic objectives of the program are compared with broad social objectives by some personnel officers, raising such questions as whether the adoption of pre-retirement counseling should be justified primarily by its dollars-and-cents value to the institution, whether benefits to staff and faculty members should also be considered, and whether both objectives are compatible. Some question whether employees should be encouraged to think about retirement-planning over a considerable number of years or whether this subject should be brought to their attention only when they are near retirement age.

Among the more significant comments submitted with the questionnaires are the following:

1. "A 'formal' procedure would not be consistent with the warm personal interest which activates the administration of our staff relations."

2. "Since we do not have very many retiring each year, formal procedures are not necessary. . . . Individuals come in voluntarily, and we discuss various aspects of retirement. The Office of Personnel handles correspondence and sees that all is in order. A record is maintained. Thus far, the retiree does not seem 'cast off' or 'turned out to pasture' in his attitude."

3. "I doubt if a formal pre-retirement program would benefit our institution greatly. In the sense of social responsibility to help people adjust to life, I suppose an employer should do something constructive."

4. "As long as they (staff and faculty) are kept informed, and as long as they avail themselves of counseling on an informal basis, no formal program seems necessary. . . . many who are about to retire are too self-conscious — they prefer to keep it quiet or informal."

5. "A pre-retirement counseling program should only be formalized to the point of automatically getting the names of all employees about to retire. From then on, it should be definitely informal as to appointments, interviews, etc. Little time needs to be spent on those with a healthy attitude, and all that is important is to make sure they are aware of all the benefits due them. More time should be spent with those who are reluctant to leave, or are actually fighting it, to attempt to modify their attitude."

6. "There are two schools of thought on pre-retirement programs. One is that people need and do benefit from them. The other is that it is best to regard it as a natural process of adjustment because the program itself magnifies the problems of adjustment, therefore increasing the appre-

hension which affects the aging person's effectiveness.

"It is my general observation that people under 50 think they will be glad to retire, have all sorts of things in mind they would like to do, and don't feel any need for counseling.

"The biggest bugaboo of retirement is financial security. This is what people fear most and worst. Provide a reasonably good financial-security program for retirement and the rest of the problems will solve themselves for most people."

Other Facts Disclosed By The Survey

Mandatory retirement ages for nonacademic employees, as reported by the 82 cooperating institutions, range from 65 to 75 for men and from 60 to 72 for women. Eleven schools report that they have no fixed age for retirement. Of the 82 institutions represented by the questionnaires, 29 permit both men and women to work until the age of 70; for 25 others the retirement age for both men and women is 65.

Questionnaires were returned by a representative sample of small, medium-sized, and large institutions. The number of full-time nonacademic employees reported ranges from 15 to approximately 12,000. Fifteen of the 82 schools represented have fewer than 100 employees on the nonacademic staff; 32 have from 100 to 1000; and 29 from 1000 to 5000. Only four have 5000 or more. Two schools did not indicate the number of persons employed.

The number of nonacademic employees who will reach retirement age within the next five years, as estimated by reporting institutions, ranges from none up to 500. Three schools reported "none"; 13 others submitted no estimates. Of the 82 schools represented by the questionnaires, 26 estimated that at least 50 of their present staff members will reach retirement age within five years.

In response to a question concerning the approximate number of full-time nonacademic staff members currently benefiting from any form of retirement program, 31 of the 82 institutions reported 100 per cent coverage; five said that no employees were receiving such benefits; 12 submitted no reply.

More Counseling Is Needed

The recent CUPA survey indicates a wide divergence of opinion among college and university officers concerning the advisability of introducing or expanding programs of pre-retirement counseling in their institutions. Because many employees need assistance in making the transition from work to retirement, it seems reasonable to predict that pre-retirement planning and counseling activities will increase in educational institutions. Colleges and universities employing relatively large academic and nonacademic staffs probably have a greater need for formal counseling programs than smaller institutions.

Due largely to a marked increase in the number and coverage of public and private pension programs, the determination of adequate retirement policies and practices is becoming a more significant personnel problem. With the trend toward a lower retirement age, the number of retired individuals in the United States continues to increase both in the aggregate and as a percentage of the total popu-

lation. In 1900, two-thirds of all men over 65 years of age were still employed. Today, two-thirds of the men in that age bracket have retired.[1] The activities, interest, and opinions of this growing leisure class are of vital importance to the entire community.

There is growing agreement among those who have studied the problems of our senior citizens after retirement that the key to satisfactory solutions is adjustment to change. Retirement brings change in status, in occupation, in income, frequently in living arrangements, and with advancing age comes change in physical capacity. The change from work to retirement is as revolutionary as that from school to the first job. All pre-retirement counseling is based on the fundamental belief that adjustment to the retirement situation can be facilitated by previous planning.

Every retiree has his own personal problems. One wonders how he can spend his time; a second is concerned with ways to supplement an inadequate income; a third worries about losing contacts with friends and with former interests; a fourth fears that his energies and abilities will be wasted while he is still vigorous and eager to continue on the job. There are, of course, various combinations of these major apprehensions.

For many, the retirement period is a frustrating stage of life — one that can induce physical disability, emotional unhappiness, and even hasten death. The basic problem for management is to encourage the employee to think in a positive manner about his coming retirement. Charles P. Elliott, Jr., Employee Benefits Counselor with Prudential Life Insurance Company, puts it this way: "I wish it were possible to start ten years before retirement and help men and women to build a financial and activity program. Over and over, I have noticed that people who have actually done it are the ones who look forward to retirement with enthusiasm. Whenever I meet an old retiree, I am impressed by the fact that the man who planned ahead is enjoying his own retirement more than the man who did nothing about it until the last minute."[2]

What Is Industry Doing About Counseling?

Assuming that some form of pre-retirement planning or counseling is beneficial for most employees who are approaching retirement age, the question remains whether the provision of a pre-retirement program is the responsibility of management. The basic issue is this: Should an employer be obligated to assist employees in solving the social and psychological problems, as well as the financial problems, of the retirement period?

Many of the practices and procedures applied by college and university personnel officers have been adapted from those previously introduced by industry. What is industry doing about pre-retirement planning for its employees? Pre-retirement planning in industry is largely a development of the last decade. In 1948, there were only a handful of small pre-retirement counseling programs in existence. By 1952, over 50 per cent of the companies participating in a nation-wide survey reported by

1. New York State Joint Legislative Committee on Problems of the Aging. **Good News for Later Life**, Legislative Document (1958) No. 8.

2. Paul E. Boynton: **Six Ways to Retire**, Harper, 1952.

Harvard Business Review had some form of pre-retirement counseling; by 1954, it was estimated that 65 per cent of these companies had undertaken such programs. Among the conclusions reached by this survey is the following: "Industry has apparently accepted the proposition that it should help employees adjust to retirement."[3]

A cursory review of recent literature indicates that the following organizations are among those which have introduced some form of pre-retirement planning: Goodyear Tire and Rubber; Esso Standard Oil; Carson, Pirie, Scott (department store); Acme Steel; Republic Steel; Consolidated Edison of New York; Standard Oil of California; Prudential Life Insurance Company; General Motors; McCormick & Co.; William Wrigley, Jr., Company; Allegheny Ludlum Steel; Ford Motor Company; General Foods; Lockheed Aircraft; Tennessee Valley Authority.

In establishing counseling programs and other pre-retirement planning activities, large companies possess an important advantage. Smaller organizations are handicapped by limited financial resources, inadequate physical facilities, and a shortage of qualified personnel. With a little ingenuity, however, and the cooperation of universities, physicians, and various community agencies, it is possible to provide many pre-retirement counseling services for employees of a moderate-sized corporation. On most college campuses, many of the individuals and facilities required for a counseling program are available at no additional cost.

The International Association of Personnel Women conducted a survey to determine the extent of pre-retirement counseling programs in industry in November, 1958. This survey covered 151 companies with a total of 1,308,735 employees. They varied in size from companies employing fewer than 400 persons to those employing more than 20,000. Replies to a questionnaire indicated that 97 of the 151 companies, or 64 per cent, have a pre-retirement counseling program; 13 companies, or 9 per cent, provide counseling only at the request of the individual employee; 41 companies, or 27 per cent, have no counseling facilities. Sixty-nine of the 110 companies which provide counseling services, either under a formal program or at the request of individual employees, or 64 per cent, described the results of their counseling as "good"; one company said the results were "poor"; and 40 companies, or 36 per cent, had not determined whether the results were satisfactory.[4]

Does Pre-Retirement Counseling Pay?

Why does any organization undertake a pre-retirement counseling program for its employees? One reason reflects a simple humanitarian motive. The management feels a sense of loyalty and obligation to its long-service employees. As Charles P. Boyle, Esso Standard Oil Company, comments: "There are signs of a growing 'industrial conscience' which may be sufficient to motivate business, out of humanitarian purposes alone, to help prepare older workers for . . . retired

3. Charles Perrow: "Are Retirement-Adjustment Programs Necessary?" **Harvard Business Review**, July-August, 1957, pp. 109-115.

4. A summary of this survey accompanied **CUPA Newsletter** for March, 1959.

life."[5] A survey by Equitable Life Insurance Company indicates that companies having pre-retirement counseling programs are generally those in which retirement is mandatory at a specified age.[6] Perhaps these companies feel that the requirement that an employee must retire implies a responsibility to help him prepare for retirement. After assuming responsibility for the employee's security and well-being while he is working, management's concern for his psychological adjustment to the retirement situation seems inevitable.

Advocates of pre-retirement counseling programs, however, do not rely entirely upon humanitarian considerations. Many believe that, if industry does not help its employees to prepare for retirement, this responsibility will be assumed by government. Both President Truman and President Eisenhower directed public attention to the problems of retirees by calling National Conferences on Aging. Congress has enacted many laws to assist older citizens in such areas as housing, tax-savings, and Social Security benefits. State governments, also, are concerned with the interests of retirees. New York, for example, has a Joint Legislative Committee on Problems of the Aging which has issued publications discussing various aspects of this subject. Dr. J. Wittmer, of Consolidated Edison Company of New York, observes: "Unless we take steps to work it out for ourselves, we may . . . find some government agency making an effort to help us — and such help is always expensive."[7]

Another advantage of the pre-retirement counseling program is its public-relations value to the organization. Dissatisfied retirees, by discussing their problems and grievances — real or imaginary, produce considerable adverse publicity. Well-adjusted retirees create good will throughout the community. Their endorsement may make it easier for a company to recruit an adequate number of competent workers.

Finally, there is ample evidence that an effective pre-retirement counseling program is a good investment for an organization from an economic standpoint. Such a program encourages employees to retire at an appropriate time — when their efficiency declines — instead of continuing to work until they become superannuated. Pre-retirement planning often increases productivity. An employee who is nearing retirement may produce less because of his anxiety or bitterness toward the company. His resentment may be communicated to other employees in various age groups, setting off a chain reaction of general unrest, decline in morale, and reduced productivity.

Objections To Pre-Retirement Counseling

It would be unfair to convey the impression that all business executives favor pre-retirement counseling programs. Some are opposed to them. Occasionally an executive asserts that talking about retirement in advance will cause "retirement shock" and arouse needless fears. Others believe that discussing retirement five or ten years before it occurs

5. Charles P. Boyle: "Helping Employees Adjust to Retirement. A Survey of Pre-Retirement Practices in Industries. Part I." Personnel, November, 1952, pp. 261-274.

6. Ibid.

7. Ibid.

is detrimental to the employee, because it suggests the false idea that he will automatically become "old" at a specific age — on the day when he retires.

Some contend that assisting employees to prepare for retirement is an unjustified invasion of their privacy. This objection disregards the fact that, within the framework of most company-sponsored programs, the individual employee is free to plot his own course in adjusting to retirement. One major oil company is reported to have decided that the only form of counseling needed is to encourage older workers to discuss individual retirement problems with their supervisors. It is apprehensive that a counseling staff would only become a "wailing wall".[8]

The president of a large retail organization is reported to have deleted from a proposed employee handbook all references to pre-retirement planning, expressing the opinion that it is none of the company's business. All the company should do, he indicated, is to warn retiring employees not to exchange their profit-sharing holdings for risky investments.[9]

Some Results Of Specific Programs

What evidence can be presented to indicate that pre-retirement counseling programs introduced in industry have been successful? This is difficult to demonstrate because most of these programs have been in effect for such a short period, and because many of the benefits which they are expected to produce are intangible and not easily measured. However, efforts have been made to evaluate some programs. There is ample evidence to warrant the belief that pre-retirement counseling programs undertaken by many companies are both well-directed and well-justified.

Standard Oil Company of California, at the conclusion of the first year of a counseling program for more than 3000 employees within ten years of retirement age, reported that 90 per cent of the participating employees commented favorably on the activity.[10]

Consolidated Edison Company of New York made a survey of 200 retired employees before initiating its counseling program in 1953. Of this number, 19 per cent said they were unhappy; among clerical workers, the proportion was 43 per cent. After the program had been in effect four years, Cornell University conducted a survey to determine its effectiveness. One of the conclusions was that pre-retirement planning is a highly significant factor in determining pre-retirement attitudes and that these attitudes have an important influence on post-retirement satisfaction. Of 260 participants questioned, 131 said they had made no plans for retirement before the first pre-retirement interview; 79 said the interview helped them to improve their plans; 69 said it started them planning. The company decided to continue and to expand the program.[11]

Tennessee Valley Authority, which has many personnel problems comparable to those of a private industry, has conducted a

8. Perrin Stryker and other editors of **Fortune: A Guide to Modern Management Methods**, McGraw-Hill, 1954.

9. Ibid.

10. "Pre-Retirement Plan", **Business Week**, August 29, 1953. pp. 163-164.

11. "How Consolidated Edison Helps Its Employees Find a Happy Retirement," **Electrical World**. November 25, 1957, pp. 86-87.

"preparation-for-retirement" program for its employees during the past three years. Before introducing this program, TVA participated in a study of occupational retirement by Cornell University. All its employees aged 64 and 65 were invited to take part in this study. Most of them accepted the invitation. A large majority of those participating said they disliked the idea of retiring, believed that retirement is unhealthy, and had made no plans for life after retirement.

The study convinced TVA that most employees approaching retirement want help in identifying the problems and opportunities resulting from retirement; want to get as many facts about retirement activities as possible; do not want to be told what to do when they retire; and want to share with each other their ideas and opinions concerning retirement.

In the past three years, TVA has offered its pre-retirement counseling program to all employees over 60 years of age. Of those eligible, 79 per cent chose to participate. Discussion groups were adopted as a form of counseling, instead of personal interviews, for the following reasons: 1. Employees thought one of the major advantages of the program would be the opportunity to exchange information and opinions. 2. Unless individual counseling was compulsory, employees who needed it most would be least likely to request interviews. 3. Experienced counselors were not available, and the cost of obtaining them would be prohibitive.

Attendance in discussion groups remained practically constant throughout the program — on the average, slightly more than 80 per cent of those enrolled. Many of the absences were attributed to illness, vacations, and absence from the place of employment for other reasons.

In reviewing the experience of his organization with pre-retirement counseling, E. B. Shultz, TVA Personnel Staff Officer, makes the following observations: "Only after the participants have had a substantial period of retirement can they judge what benefits they derived from decisions the program helped them to make. Even then, they can know only whether they have made a satisfactory adjustment to retirement. They will not be able to say just what influence can be attributed to this pre-retirement program. Many of the participants . . . have taken action based on interests stimulated, and purposes formed, in the groups. Most of the employees have developed a wholesome and optimistic view of retirement."[12]

Accomplishments of the comprehensive pre-retirement counseling program developed by West Point Manufacturing Company, a leading producer and processor of textiles and synthetic fabrics, are described in an article appearing in the February, 1959, issue of *The Journal*.[13]

Personnel Officers Should Keep Posted

The fact that most institutions represented in CUPA membership have apparently made little effort to develop programs to assist either nonacademic staff members or faculty members to anticipate and prepare for their eventual re-

12. E. B. Shultz: "Selective Retirement and Pre-Retirement Counseling in the TVA," **Industrial and Labor Relations Review**, January, 1959, pp. 206-213.

13. H. G. Bradshaw: **Helping Employees Prepare for Retirement. The Journal** of The College and University Personnel Association, Vol. 10, No. 2, February, 1959, pp. 1-5.

tirement, as indicated by the recent questionnaire, is not surprising. Adoption of new personnel practices and procedures in educational institutions often lags behind their introduction in industry — even though research staffs at many of these same institutions are pioneering in the study of such developments.

Conclusions resulting from the questionnaire, and the superficial research which it has encouraged, do not suggest that all educational institutions should hasten to develop extensive programs of pre-retirement planning or counseling. Most college and university personnel officers are overworked. They are handicapped by inadequate staffs and by limited budgets. Often it is a question of selecting among many desirable activities and programs those which are most urgently needed, those which can be introduced with available manpower and facilities, and those which are most likely to produce immediate benefits. It seems reasonable, however, to predict the continued expansion of pre-retirement counseling activities both in industry and in educational institutions. For the personnel officer, this development is worth watching.

CAN YOU SLEEP ON A WINDY NIGHT?

(Continued from Page iii)

Many a time it had wrenched doors off his barns, scattered his hay, and bowled over his chicken coops.

So Farmer White jumped out of bed and shouted for John. But John was asleep in the attic. "John!" he shouted; but no answer came. "John!" he roared louder than the wind. No answer. The farmer bounded up the attic stairs and shook John and shook him — "Now, John, my lad, get up! The wind's taking everything!" But John lay like a log.

So Farmer White rushed out into the wild night, expecting to see everything tumbled about. But he found the stable doors securely fastened, and horses safely tethered, and windows firmly locked, and cattle all snug in their stalls. He found the stackyard intact, with the stacks well roped and the ropes well pegged. He found the pigsty secure and the chicken coops firm — and the wind tearing fiercely around them all the time.

Then Farmer White laughed out loud: It came to him all of a sudden just what John had meant when he said he could *sleep* on a windy night.

In our University employment, there is a day when the wind blows to test us on how well we have done, and are doing, our jobs.

Can you sleep on a windy night?

How To Get The Values Of University Accident Prevention

LINCOLN H. LIPPINCOTT

"No source of injury exists anywhere, but its counterpart can be found in a university. Name it, and we have it. We not only have it, but in our laboratories today we are creating new problems, not only for the university, but for industry tomorrow."

How shall we get the values involved in this vastly complex problem?

Perhaps if we refer to the American philosopher, Emerson, we will find a cue for procedure. Emerson said, "At the surface there is infinite variety — at the center simplicity and unity of cause."

This suggests "focus" — focus on cause. When we do this, we reach this conclusion. There is only one cause for all types of accidents occurring anywhere. That cause is "movement".

Let's test this out. Here is a pendulum. As long as it remains still it can damage no material or injure no person. Once it begins to swing, once it begins to gain momentum, force, then anything it strikes accidentally may be damaged or injured.

This is true also of man. Keep him still and he will not hurt himself. Once he begins to move, walk, run, climb, push, pull, lift, the possibilty of injury becomes evident. Cuts, bruises, strains, fractures all nicely meet this test. What of infections? The foreign material must get in. Unless the fungus or bacteria has contact with the skin, there will be no discomfort. The toxic gas, the silica dust, must move into the respiratory tract. The hazard of alpha, beta, gamma rays is that they are "rays". In physics the very word, "ray," connotes movement.

"Focus" suggests two instruments — telescope and microscope. Fix the telescope on a distant star, and we are brought definite knowledge that changes our way of life. Examine the minute particle of organic or inorganic material, and we live better and live longer.

A word of caution. Every so often we must sweep the entire heaven. The microscope must not prevent us from observing what lies just beyond our specific field. There may be the answer to our problem.

We do find in apparently unrelated sources ideas that can definitely help us. On January 17, 1926 I heard a talk by John W. Longnecker, then Advertising Manager of The Hartford Accident and Indemnity Company. He de-

Address delivered by Lincoln H. Lippincott, Director of Accident Prevention, Yale University, at the Sixth National Conference on Campus Safety, Michigan State University, April, 1959.

fined advertising in terms of its purpose. What has this to do with our purpose here? He said, "Advertising is to get folks to know, to remember, and to do." The function of the university is to get men and women to know, to remember, and to do. The job of the safety engineer is to get people to know, to remember, and to do.

At the 1942 National Safety Congress, Roy L. Rollins, Manager of Personnel of A. E. Staley Manufacturing Company, spoke on the qualifications of safety administrators. Many times since I have read that talk. One idea I share with you. He suggested that we establish pipelines of information to the knowledge and experience of other men. We must have free exchange of ideas.

We have been doing this right here. Representatives of industries, service organizations, civic authorities, and educational institutions have presented methods tested by years of usefulness.

These plans we should apply with modification. Always, we should be checking the results. We should use the laboratory method so familiar in our environment. By analizing the obvious, we will find the useful truth.

Let us focus on employees. Immediately someone mentions the dangers of injury at home, in transportation, at play. These sources of loss are important to all of us; but the responsibilty for plans and specific action belongs to others. We have definite responsibility for job accidents. Here we have a degree of control.

Focus on job hazards, and values will develop. We have done this at Yale. In 1952 our accident frequency was 7.7. In 1958 it had dropped to 5.3. Our severity in 1952 was 124 days. By 1958 it had fallen to 109 days.

These decreases show we are moving in the right direction. We still have a long way to go. When Bethlehem Steel at Johnstown, Pennsylvania can work 8,509,000 man hours without a single lost time accident, we can't brag about our 43 cases for 8,100,000 man hours. Yet, when we learn of another university working almost the same man hours that had over 150 cases, we are encouraged to continue our effort.

At the Fourth Annual Conference on Campus Safety held at Purdue in May, 1957, Major General G. C. Stewart, Executive Vice President of the National Safety Council, made a talk. In it he said, "Unfortunately we do not have a great deal of information on accidents that occur within college jurisdictions."

Let me underline the last words, "*occur within college jurisdictions*". Here is another way to express the idea of focus.

We check this principle against the record at Yale. From 1951 to 1957 student accidents averaged 2180 a year. They were distributed as follows: Sports 61.2%, Miscellaneous 36.6%, and Traffic 2.2%.

Our big problem is Sports. Here the responsibility belongs to the coaches. Complete physicals, adequate instruction, correct equipment, are clearly within college jurisdictions.

Miscellaneous accidents, such as falls on stairs or floors, cuts by broken glass, bumps, etc., all have a relation to structure or individual habits. Structure is, of course, our responsibility; but with students we have special problems. We may slip-proof a stairway and install adequate hand rails. How

do we prevent the student from coming down three steps at a time when he has overslept and is late for an important class or date?

Although traffic accidents accounted for only 2.2% of the student total, the potential of severity is always great. Against this we must measure the difficulties involved, particularly in relation to students. First, the yearly turnover runs from 25% to 35% of the undergraduate group. Second, in selecting students, information is not secured on attitudes as pedestrians or drivers, past driving record or experience, or law of home state relating to licensing procedures and vehicle control. Certainly we have a large and definite interest, but the problem is obviously outside of university jurisdiction.

This conclusion is further emphasized by a study made at Yale covering the period from 1920-1955. During these 35 years, 209 students died while enrolled, 91 as the result of accidents, or 43.8% of the total. But mark this. Only three, or 1.43%, of these deaths resulted from accidents that occurred on the campus.

By focusing on employees, we will affect this student problem. To make employees safe, we must establish an abiding attitude of mind and habit of action. This example will surely affect the student body.

This, then, is our main problem — preventing accidents to employees. How shall we build and maintain safe environment, secure safe equipment, establish safe procedures, gain supervisory cooperation, and finally get the individual to know, remember, and do without injury?

Through analysis we can secure levers to produce effective action. General statistics are a weaker device than "Old Man Specific". Examples of this analysis will be presented under three main heads: First, the circumstance surrounding the incident; second, the cost; and third, the correction.

Because our concern is primarily with injuries to the human body — and in general outline people are similar — let us hang our individual cases on the human body.

A dining hall worker bumps his toe against a table leg. The cost: $845 and 61 days away from the job. Correction: purchase safety shoes at $10 per pair for 84 workers. If this man had been wearing this type of shoe at the time of the bump, there would have been no injury and no loss.

Move up to the knee. A janitor is carrying two pails down a stairway. He falls two steps and bangs his knee against the wall, fracturing it. The cost: $750. Correction: make two trips. This allows one hand for the rail, one for the pail.

Now someone says, "that will cost money". Suppose it requires an hour a day. Assume this hour as unproductive. At this hourly rate of pay it would take two years to use up the cost of the accident, but in the meantime, we would have him on the job, instead of away, for 76 days.

Think of an employee's hands, especially the third finger on the left hand. This worker was helping to pull a truck loaded with bread into a room where it would be kept until cool. He called to the man pushing, "Put your back under it". His fellow worker did this. The truck moved suddenly, and this third finger was crushed between the truck and the door

latch. The cost: $1328 and 25 days lost.

Correction began this way. On the afternoon of the accident I visited the scene. There were double doors opposite the door involved in the injury. "What's behind those doors?" I asked. "The bake shop," was the answer. "Can't we open them and bring the trucks through this direct path?" The materials stored in front of these doors were moved, and the doors opened. I paced off the distance and compared it with the way taken by the men that morning. It was 45 feet shorter. Multiplied by the number of trips per year, and we have a saving of 11 miles of travel. At the same time we eliminated the hazard of the narrow doorway.

Now the manufacturer of these bread trucks felt that they needed no handles. Each had convenient upright bars that could be firmly grasped, but every time one was pushed or pulled through an opening, there was the possibility of collision with the door, and always the hand of the worker would be between the truck and the door frame. Therefore, we had special handles installed on all of these trucks.

Think of a thumb. This groundsman worked on a truck. One day the tail gate jammed. Without noticing the position of his right hand, he reached in with his left hand to remove the interfering material. He did this effectively, and the heavy gate moved rapidly down, so rapidly that his right thumb was caught between the chain and the moving gate. The crushing injury cost $2886 and 75 days. The elimination of these pinch points formed by the chains involved only $20 of expense.

As you look at this piece of timber, remember the lumbar vertebrae. Originally this timber was 7 feet long. You will notice that this crack goes all the way through it. It is an old crack. It was there, 37 inches long, when the worker picked up this 4" by 4" to place it across two pipes 12 feet from the floor to support a plank on which he planned to work. When he got on it, it broke clear through, and he fell to the concrete floor fracturing his vertebrae. The cost: $2179 and 141 days away from work.

What would have been involved if this worker had taken the time to observe this crack? Taken the time to find a solid piece to support his working surface? Time costs money; but $2179 is a big price to pay for this hunk of wood.

Let us think of a wrist in relation to a chair. This was just an ordinary simple straight chair. I have been tempted to have a tag placed on it quoting its cost, a figure that is easy to keep in mind — $1002.35. A worker used this chair to climb on that she might reach the upper shelf of her locker. She fell, fracturing her wrist and was out 85 days. The medical, compensation, sick leave costs alone totaled $1002.35. What a lever to use in recommending the simple correction, which was to cut down the height of these cabinets, thus removing the temptation to use a chair or other improvised device to reach the top shelf of a locker.

Consider the skin and the problem we have, all of us, with dermatitis. One such case involved a relatively small cost of $307, but the correction in relation to this cost is significant. Special dispensers were purchased

from Bobrick Co. of Los Angeles, California. A special formula called "Lanolex," giving us lanolin in liquid form, was provided in every dining hall employee washroom for use after each hand washing. Thus the natural skin oils are restored after exposure to detergents. The cost of dispensers and a four-year supply of Lanolex will not equal the waste of this one dermatitis case.

A worker's wrist was injured while he was helping to sharpen and adjust a food chopper. When the starting switch failed to operate, the guard was removed, the plate over the switch removed, and the mechanic endeavored to push the switch to the starting position. His temporary assistant reached out instinctively to help him. At that instant the switch moved, the blade spun, and the assistant was severly cut on the inside of his wrist. Six hours on the operating table and the skill of a carefully selected surgeon may prevent any loss of use of his hand. In any case, the accident was painful and expensive. It could have been prevented by the removal of the blades before any attempt to adjust the switch was made. This would have taken 15 seconds to do. A conservative estimate of the total cost of this accident is $5000, which makes the value of each one of these 15 seconds $333.

To reach the maximum in prevention values, specific material on cause, cost, and correction is not enough. These elements must be synthesized — woven into a coordinated plan.

Yale Laboratory Safety Chart is an illustration.

Just to read a chart, even hang one on the wall, is not enough. Preparation, alone, brings greatest value.

Our procedure was an application of a method I found effective years ago in training men for the Maryland Casualty Company. To get them to know the history of insurance, I had each prepare a chart of development from 1667, the date of the great London fire. Only when this was done did I give them a copy of my chart.

At Yale the idea of a chart grew from a request for a small wall card to remind of laboratory dangers. Analysis of accidents for the past year suggested that this would not do an effective job. Based on this analysis, 18 main classifications of dangers were tentatively selected. Three columns were to be used. One column would list "Injury Causes". Another, "Prevention Procedures and Devices". A final column would be headed, "First Aid".

In rough form these ideas were submitted to the Chairmen of 12 departments, to the Dean of the Medical School and to the Director of the Department of University Health. All were asked to discuss with staff and then to confer with the Director of Accident Prevention.

Even prior to these conferences results began to appear. One department revised its own procedures completely before making its recommendations. . . .

The item relating to glass as an injury cause, brought objection to the suggested rubber guards. Were they necessary? Six specific injuries from glass were cited as proving dangerous. Then the objection was made that guards would involve expense. The six injuries cost $828. The guards $5.95 a pair. One-hundred-thirty-three sets would about equal the accident cost.

Another item is captioned,

"Climbing". Its consideration provoked the statement, "We have no climbing problem." An incident of a technician using a table to reach a high point was cited. It was her jumping descent that caused the injury.

Lifting is another item. The idea that no lifting was involved was met with reference to recent hernias. The secretary of a laboratory office called for the Service Department to move her desk. At the end of a half hour she decided she couldn't wait any longer and tried to move it herself. As a result, she strained her back, and for six months had to wear a special corset which definitely interfered with her effectiveness.

As a result of discussing dangers involved with tanks containing gas under pressure, a new type of chaining was devised. Particularly significant is the cost of 50¢ per tank compared with a $6 device. . . .

Why include in the chart "Falling Objects"? The answer called attention to a doctor who was struck on the head by a falling clock. Another doctor was badly burned on both arms by nitric acid. Why? Because something was knocked from a table and broke a gallon bottle of acid sitting on the floor. This emphasized the importance of proper storage, as well. Acids should never be placed where containers can be broken by falling objects.

Naturally, there were major objections. One chairman felt manuals were better than charts. His point was answered by a demonstration that in a manual he had been using for two years he had overlooked definite information on procedure.

The chart does not supplant; it supplements manuals. Employees *see* the chart. They *notice* its reference to procedures. They *ask* for this information. The chart is a constant reminder of important detailed sources of information.

As the chart grew in size, I was impelled to suggest elimination of "First Aid". In an emergency there is no time to consult a chart. Our Medical Department felt that it should be left in, because an employee reading what is necessary to do when an injury has occurred would then have a deeper understanding of the personal values of safe procedure. . . .

These are just a few fragments from the conferences — an enrichening experience.

Finally agreement was reached. The charts were printed and distributed. Then I made a discovery. Nowhere was there mention of the Department of Accident Prevention. Posted on the wall of Biophysics, signed by the Department Chairman, it was Biophysics' chart. The red underlined sections were the hazards present in that laboratory at the time of posting. No outsider was making the rules. . . .

Multiple values do exist in university accident prevention. In our colleges we have all the essential tools to get these values. What tools? Why, knowledge of people, their desires, capacities, habits; knowledge of materials and forces; the laws of physical action; drama, poetry, art, to give life and reality to basic principles.

A school is a natural laboratory where truth can be discovered and its effectiveness demonstrated to benefit all humanity.